**Date of preparation: Full name: Nguyen Thi Bao Vy**

**UNIT 9: PROTECTING THE EVIRONMENT**

**Total number of periods: 8 (from 84 to 91)**

 **Period: 88 Lesson: LISTENING**

 **Classes: 10A2, 10A3. 10A4, 10A5**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

* Use the lexical items related to the topic *Protecting the environment*

- Listen for specific information in a conversation about ways to protect endangered animals.

**2. Competences**

- Develop listening skill and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be well aware of saving endangered animals

- Be encouraged to attend activities organized to protect endangered animals

**II. TEACHING AIDS AND MATERIALS**

- Grade 10 textbook, Unit 9, Listening

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES**

**1. Warm up: 5 minutes**

a. Objectives/ Stage : To create a motivation for sts to take part in the lesson happily

b. Content: Students look at the pictures and read the questions to find out the answers

c. ExpectedStudents’ activities: Students can give the answers to questions in the game

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Game: Ocean rescue*** -Divide class into 2 teams.-Guide sts to play the game -Give comments or feedback.***Ocean rescue game-questions:***C:\Users\ADMIN\Desktop\Giai cuu dai duong 2\Photography-Background-shark-Underwater-backdrop-coral-photography-Backdrops-Cartoon-bubble-Children-Fish-photo-Coral-Studio.jpg1. 1. It is a large heavy animal with very thick skin and either one or two horns on its nose**.**
2. An elephant
3. A crocodile
4. A hippo
5. A rhino
6. 2. Rhinos are large animals found in rivers and lakes in …...........
7. America
8. South Africa
9. Europe
10. Australia
11. 3. Rhinos are threatened by illegal hunting and loss of …...........**.**
12. habitat
13. water
14. river
15. ocean
16. 4. The tiger is the largest living …........., and lives in forest habitats.
17. Panda
18. Lion
19. cat
20. pangolin
21. 5. Tigers are endangered animals and there are not more than ….........tigers in the wild now.
22. 35
23. 350
24. 3500
25. 35000

- Listen and observes.- Give comments.- Lead to the new lesson. | \*2 team leaders compete by raising his/ her hand to be the first to give answers to the questions. \*Competitors may discuss with his/ her team members to find out the answers.- Listen and give the key *KEY: 1.D 2.B 3.A 4.C 5.C* |

**2. Presentation: 10minutes**

a. Objectives:To help students brainstorm and have an overview about what they are going to listen to.

 - To introduce some new words relating Mai’s project on ways to save

endangered animals .

 - To set the context for the listening and get Sts involved in the lesson

b. Content: -Students practise asking and answering the question “What is happening to the animals in the pictures ?”

 - Introduce some new words

c. ExpectedStudents’ activities: Students can say something about tigers and rhinos

 - get some new words relating Mai’s project on ways to save

endangered animals .

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask sts work in pairs and answer the questions- What can you see in the pictures ?-What is happening to the animals in the pictures ?- Call sts to practice - Give comments.introduce the vocabulary by:* giving explanation
* showing the pictures illustrating the words.

1. suffering (n) – explanation2. ban (v) - visual | -work in pairs * **Possible Answers:**

+ Picture a: The rhino is being hunted.+ Picture b: The wild tiger is being kept in a cage. / The wild tiger is being held in captivity.-Listen , guess and write down  |

**3. Practice: 20 minutes**

a. Objectives/ Stage aim:-To help sts practise listening to a conversation about saving endangered animals for specific information

b. Content: - To practise listening to a conversation about saving endangered animals for specific information

c. ExpectedStudents’ activities: Sts can hear and do two exercises : True –False and Filling the gaps

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***TASK 2 : Listen and decide whether the statements are True (T) or (F)*** ***- Asks sts to read and find the key words*** -Asks students to read the statements, underline the key words, and reminds them to pay attention to keywords while listening. ***\* Listen and decide whether the statements are true (T) or false (F)*** \*Teacher plays the recording. -Ask students to listen and decide whether the statements are true (T) or false (F).-Ask students to compare their answers with their partner.-Call on some students to present their answers, then play the recording once again and check with the class.**Task 3: Listen to the conversation again and complete the notes. Use ONE word for each gap.*****3.1. Read and identify the part of speech (word class) of the missing word.*** ***-A***sks students to read the note and identify the part of speech (word class) of the missing word -Call on one student to write their answers on the board, then read the notes and check with the class.1. – a noun
2. – a noun
3. – a noun
4. – a noun or an adjective

***3.2. Listen and complete the notes with ONE word from the listening text*** ***-***Play the recording and asks students to listen and complete each blank number with ONE word from the listening text.-Ask students to compare their answers with their partner.-Call on some students to write their answers on the board, then play the recording once again and check with the class. | -Read the statements, underline the key words, and reminds them to pay attention to keywords while listening.*-listen* *-compare* *Answer key:*1.T2.T3.F4.T-Read the note and identify the part of speech (word class) of the missing word***-***Read the notes, do as required. -one student writes the answers on the board-Listen and complete each blank number with ONE word from the listening text. Ss do as required-Some students write their answers on the board***Answer key:***1.important2.laws3.trade4. animal |

**4. Production: 5 minutes**

a. Objectives/ Stage aim:To give Sts an opportunity to express their opinions on the most effective way to save endangered animals

b. Content: Students work in groups of four and answer the question:

*Which is the most effective way to save endangered animals?*

c. ExpectedStudents’ activities: Each group present a summary of their discussions about “*the most effective way to save endangered animals”*

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Each group prepares a 3-min summary on the most effective way to save endangered animals. Then some group leaders take turns presenting the summary of their discussions to the whole class.-Ask students to discuss the question and reminds them to refer to the ideas of the listening part.Teacher helps if necessary.-Call some groups to present their summary in front of the whole class.-Allow students to give comments for their friends and vote for the best summary.-Give feedback and comments. | -Prepares a 3-min summary on the most effective way to save endangered animals. -Some group leaders take turns presenting the summary of their discussions to the whole class.-Some groups present their summary in front of the whole class.-Students give comments for their friends and vote for the best summary. |

***\** HOMEWORK: 5minutes**

- Asks sts to write a paragraph (80-100 words) about effective waysto save endangered animals.

- Guides sts to prepare the next lesson.

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